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State Normal College

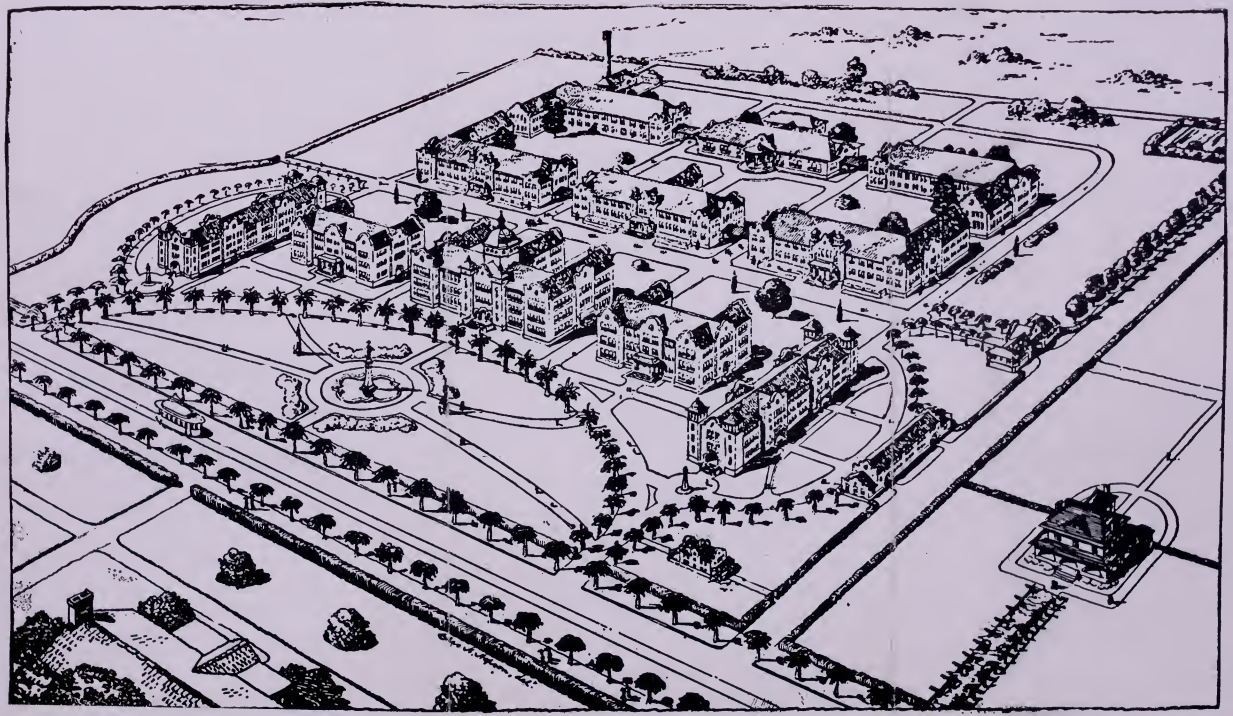
(Catalogue)

Annual Circular

and

Announcement

1913-1914



THE COLLEGE AS IT WILL APPEAR WHEN COMPLETED

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SOUTH GEORGIA

STATE NORMAL COLLEGE

VALDOSTA

ERRATA

Under Board of Trustees, read Dr. R. C. Woodard.

P. 39. The paragraph "School Garden" should appear on P. 18.

P. 45. "Art, 3 a, b, c," should not appear as a separate course but as a continuation of Art 2, a, b, c, above.

P. 46. Art 4 and 5 should appear as Art 3 and 4 respectively, the former being offered in the Junior year.

P. 56. Mathematics 5 is offered in the Senior class, fall term.

COURSES OF INSTRUCTION

1913-1914

Southern Stationery & Printing Co.,
Valdosta. Ga.

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21 SEP 1914

SOUTH GEORGIA

STATE NORMAL COLLEGE

VALDOSTA

CATALOGUE AND ANNOUNCEMENT

OF THE

COURSES OF INSTRUCTION

1913-1914

Southern Stationery & Printing Co.,
Valdosta. Ga.

CALENDAR FOR 1913-1914

1913

September 3—Wednesday.....Fall Term Begins

September 3-4—Wednesday and Thursday—
Entrance Examinations

November 4—Tuesday.....Winter Term Begins

November 27—Thursday.....Thanksgiving Day

December 20—Saturday.....Christmas Holidays Begin

1914

January 2—Friday.....School Re-opens

March 12—Thursday.....Spring Term Begins

May 29—Friday .....Commencement Day

1913-14

THE BOARD OF TRUSTEES

Hon. W. S. West, Chairman.....Valdosta, Ga.

Hon. W. L. Converse, Secretary.....Valdosta, Ga.

Hon. C. R. Ashley, Treasurer.....Valdosta, Ga.

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EX-OFFICIO

Dr. D. C. Barrow.....Athens, Ga.
Chancellor of the University of Georgia

Hon. M. L. Brittain.....Atlanta, Ga.
State Superintendent of Schools

THE FACULTY

The President,
R. H. POWELL, M.A.

Pedagogy and History of Education,
J. M. GUILLIAMS, A.M.

Superintendent of the Training School,
LILLIAN RULE.

Mathematics,
J. F. WOOD, A.B.

History,
W. J. BRADLEY, A.M.

Domestic Science and Arts,
ELSIE R. HORNE, B.S.

Director of Agriculture,
J. E. CREEL, AGR.B.

English,
ELIZABETH McELREATH, A.M.

Art and Manual Training,
FRANCES RUTH CARPENTER, B.S.

Nature Study and Geography,
ALICE LISLE PRICHARD.

Latin and Librarian,

NELL E. BRIMBERRY, A.B.

Music,

(To be elected.)

Piano,

LEILA WOODARD.

Training Teacher First and Second Grade,

ADA ROSE GALLAHER.

Training Teacher Third and Fourth Grades,

MARY ALICE JONES.

Training Teacher Fifth and Sixth Grades,

(To be elected.)

Matron,

MRS. R. H. PATTERSON.

Housekeeper,

(To be elected.)

Secretary and Bookkeeper,

W. P. YARBROUGH.

FOREWORD

THIS catalogue tries to tell simply and clearly what this College is, and what it attempts to do. As far as possible, it has refrained from technical language, and has employed the language of every-day conversation. It is hoped that prospective patrons will find in it the information they desire, but should anyone wish further information, questions are always welcomed.

SPECIAL ANNOUNCEMENT

Under a recent ruling of the State Board of Education, graduates of an "approved normal school of the state of Georgia" which offers courses of certain standards and complies with certain regulations as to examinations, "shall be eligible for":

1. The Professional Elementary Certificate.
2. The Professional Normal Secondary Certificate.

This College fulfills both requirements, and its graduates will receive both certificates.

These certificates are granted for three years, and are renewable thereafter for an indefinite period of active service. These certificates are of equal rank with the first (highest) grade license for the Elementary schools and for High schools.

THE FIRST BUILDING

GENERAL INFORMATION

Historical

The College was established by a special Act of the Legislature in the summer of 1906, but no appropriation was made for buildings or maintenance until the summer of 1911. At that time the State appropriated $30,000 for a building and equipment.

The City of Valdosta gave a campus of sixty acres of land, which (with the sewerage and water system provided at a cost of about $25,000 to the city) is worth about $70,000, and $50,000 in money, payable in installments of $5,000 a year for ten years. Later, the city made $25,000 of its cash bounty available at once, and the first biulding was erected and furnished at a cost of $55,000.

So the College was housed and made ready to open in January, 1913. An appropriation of $25,000 a year for maintenance was granted by the Legislature in 1912, and the life of the institution was assured. The College opened for work on January 2, 1913.

Nature and Function

The conditions of the establishment of the College indicate its nature and function. As the bill was originally prepared, it provided for an institution of higher learning with normal and industrial courses. Later the bill was amended so as specifically to permit the teaching of agriculture (this subject just then coming into prominence), and so to make the charter complete. As the bill passed, the institution was given complete liberty to

develop in any way that seems best to the Board of Trustees.

At the first meeting of the Board after the school was financed, it was decided that the best interests of the State could be served by restricting the institution, for the present at least, to the higher education of young women. The College is therefore an institution of collegiate rank, providing both general and special training for the young women of the State.

As will be seen by consulting the course of study, there is a wide range of election allowed to students, and it is possible to plan courses to meet the needs of many different tastes and abilities. All that the College insists upon is that the work be elected along some definite plan, and that it be thoroughly done. Those who expect to teach are required to take professional normal work. Special courses will be developed as the demand arises.

In grade, the school extends about two or three years above schools of the rank of our best accredited High Schools. Graduates of accredited schools of Group A are admitted to the Junior year without examination (though with conditions in one or two required subjects), and students from other groups of accredited schools are graded accordingly. Graduates from most accredited schools enter the Sophomore Class. All other students are admitted on examinations and previous records.

As to course of study, the work is broad and thorough. Besides the professional work necessary to the training of teachers, there is thorough and vital training in the usual academic studies and the subjects pertaining to home activities and arts.

Location

The school is situated in Valdosta, at one of the most easily accessible points in South Georgia. The campus of sixty acres faces 2,100 feet on Patterson street, the principal residence street of the city, and occupies a gently sloping hillside, which gives perfect drainage and affords an ideal school site. At the foot of the hill a small stream flows through a natural park of handsome trees, and at the top of the hill is a beautiful growth of virgin pines. The school has a campus of exceptional natural beauty.

Architecture

Before the first brick was laid a plan was made for all reasonable future development of the school, and prospective buildings were given their style and position once for all. The general style of architecture is a form of Spanish mission, equally charming for its beauty and for its appropriateness to the climate and landscape.

The first building erected is a combination dormitory and administration building. Eventually it will be used entirely as a dormitory. This imposing structure is in the shape of an L, measuring 275 feet on one side and 125 feet on the other. Its great expanse of light walls with their abundant and well spaced window openings, its massive roof of rich, red tile, its open terrace and charming porch, all give great beauty and comfort.

In conformity with the style of architecture and with the demands of the health of students, the building is only two stories high, thus preventing the injury from

climbing of stairs, and rendering every one doubly safe in case of fire. As a further comfort and protection against fire there are three ample stirways inside the building and one outdoor stair. There is also a fire main with ample hose on each floor. The rooms are all well ventilated. There is running water, hot and cold, in every room. Ample toilet and bath facilities are conveniently placed. The furniture, though simple, is neat and specially adapted to dormitory purposes. In short, the building is planned on most modern principles, by an architect of very wide and successful experience in school and dormitory building. It is sincerely believed that there is not a better building of its kind in the South.

Health and Sanitation

Every precaution is taken to make safe the health of students. The City of Valdosta enjoys an enviable reputation for health. The fall and winter climate (when the school is in session) is ideal. The school is abundantly supplied with absolutely pure artesian water, hot and cold. The sewerage system is the best.

As a precaution against malaria and typhoid, all windows in sleeping rooms, dining room and kitchen are screened against mosquitoes and flies. As a further precaution against typhoid, the school produces its own milk in a perfectly sanitary dairy. Vegetables and eggs are produced on the grounds and are always fresh. Most of the corn meal used for bread is made from carefully selected corn grown on the grounds, and much of the canned goods used on the tables is raised and put up on the premises.

TYPICAL BED ROOM

The lights are carefully adjusted to the demands of study. Both lights and shades are of most approved kind.

Vaccination

All students should have been successfully vaccinated before coming to college. Those who have not been must be vaccinated here by the college physician.

Home Life

In the dormitory there are thirty bedrooms furnishing accommodations for about sixty-five students. Most of the rooms, thirteen by fifteen feet, are occupied by two students. A few rooms, somewhat larger, are occupied by three. The dining room and kitchen are planned with the same regard for health and comfort as are the bedrooms. The dormitory is under an experienced matron, who has charge of the students in all matters of their school-home life. The dining room is in charge of one who knows the principles of food and is experienced in providing wholesome and palatable meals.

No pains or expense is spared to make the home life of the students comfortable, healthy and content.

Arrangements have been made with certain families in the city to take students as boarders; and where students have responsible relatives in the city they may, with the approval of the president, arrange to board with them. Students in private homes are required to conform to the same general rules as do those in the dormitory.

Religious Life

While the College is wholly unsectarian, every incentive will be given to the development of wholesome religious sentiment, broad-minded toleration and noble character. The religious life of the students will be in every way encouraged. Students will be expected to attend the churches of their own membership or that of their parents' choice.

THE SUNDAY-SCHOOL

There is conducted in the College a voluntary Sunday-school which most of the students and faculty attend. It is one of the most effective means of spiritual uplift in the school.

VESPER SERVICE

The students of their own accord have instituted a vesper service, which is held in the College chapel on Sunday evening just after supper. It has already made its place in the hearts of the students, and no doubt will grow in influence as the years pass on.

THE Y. W. C. A.

For certain good reasons the organization of a Y. W. C. A. was not undertaken during the first term, but everything is in readiness for next year, and no doubt with the opening of the fall term a strong chapter will be organized.

DAILY ASSEMBLY

Every school day, at the middle of the morning session, the whole school, students and teachers, gather for a half hour chapel service. A reading from the Scriptures, a prayer, and songs constitute the religious exercises of this gathering.

GOVERNMENT

The government of the student-body is a modified form of student self-government. There are certain specific regulations that are found necessary for the protection of students either from the thoughtlessness of fellow students or from outside interference, or else to guarantee promtpness and efficiency in the co-operation of the whole group. In the carrying out of these regulations, and in matters of general deportment, the students are allowed as much liberty as is consistent with their own welfare.

Correspondence

Students are allowed to correspond with gentlemen only upon written permission of their parents. Letters granting this permission should be addressed to the President of the College.

Callers

Students are allowed to receive gentleman callers upon the written request of their parents.

Going Home—Visiting Friends

The College is a business enterprise, and students who come here should come to attend to business. Much of the most valuable experience of student life is secured during the Sunday and Monday of each week, when regular classes are suspended. At this time student organizations, religious and secular, reach their fullest activity, and the fine fellowship of students which means so much in forming charcater as well as in future life, is most

effectively developed. It is desirable that students get as full a share of this experience as possible.

On the other hand, frequent visits home and with friends tend to take the minds of the students from their work, to dissipate their interest and to produce general carelessness. While the College desires to respect the wishes of parents in the matter of visits of their daughters, parents are earnestly urged to allow but little visiting, and the President must reserve the right to decline even parents' requests to allow visits when there are special considerations involved.

AN EARLY SPRING MORNING ON THE TERRACE

EQUIPMENT

Dormitory and Boarding Department

As indicated above, the equipment of the dormitory and boarding department is as near perfect as it can be made.

Laboratories

The equipment of the Home Economics laboratories is very complete, and is equal to the best in the South. See detailed description under Department of Household Economics.

The laboratories for Physics and Chemistry and Biology are provided with the necessary apparatus, and will be improved as heavier demands are made upon them.

The School Garden, the Farm, the Dairy, the Poultry Yards—which are the laboratories of the departments of Nature-Study and of Agriculture — are as good as can be had. See detailed description under Department of Agriculture.

The Library

The library has been started with a carefully selected list of a few hundred books. These books are the ones most needed in the work of the different departments. They are all catalogued and arranged so as to be of the greatest service. Several of the best magazines and newspapers are subscribed for.

There are no dead space-killers among our books. There is set apart a liberal annual allowance for books,

and the library will always be kept abreast with the needs of the College.

The Museum

Only a start has been made for a museum. We wish to show eventually the insects, birds, plants, and minerals of this section of the country. We wish to preserve, also, various implements, garments, etc., revealing the social and industrial life of the country. It is planned to have the specimens exhibited in glass cases along the corridors of the building where every one who passes may see them.

Only a slight beginning has been made so far, but the museum, we hope, will grow rapidly in size and educational value. Friends are invited to contribute interesting specimens of any kind.

The Book Store

The College has its own book store, where the students buy their text-books, stationery, pens and pencils, etc. The prices are fixed so as to barely pay running expenses, thus serving both the ends of economy and convenience of the students.

CONDITIONS OF ADMISSION TO THE COLLEGE

Students are admitted to the College (a) on certificate from accredited schools, (b) on examination.

(a) Graduates of high schools of Group A (four-year high schools) are admitted to the Junior class, with conditions in Household Economics and Art, unless these subjects have been studied in the high school course. Graduates of three-year accredited high schools are admitted to Sophomore year, subject to conditions.

(b) Students who do not present high school certificates are admitted on examination in connection with records of study, teaching, etc.

Students who apply for admission on certificates must actually present the certificate signed by the Principal or Superintendent of the high school from which she comes. This should be done if possible by mail before the student comes to Valdosta.

FEES AND EXPENSES

The fees of the College are as follows:

Matriculation fee, per year	$10.00
Books, stationery, etc.	$8.00 to 12.00
Laboratory and Domestic Science fees	1.00 to 4.00
Board and lodging in Dormitory, per month	12.00
Clothes about	35.00
Laundry, per week, about	.50

The matriculation fee is payable when the student enters each year.

Books, stationery, etc., are paid for when purchased.

Laboratory and Domestic Science fees are payable at the beginning of the term during which the course is taken.

Of the board and lodging fee, $36.00 is payable on entering; $36.00 on December 1st, and $36.00 on March 1st.

Students from other States may be admitted upon payment of $50.00 tuition in addition to the foregoing fees.

How to Pay Fees

The College carries no open accounts. All fees are payable when due.

Fees may be paid by cash, check, or money-order. Checks should be made payable to the South Georgia State Normal College. Payments may be made by mail in advance, or in person by students when entering.

A Word About Student Expenses

The absolutely necessary expenses of this College are very small. It is the policy of the management to keep them just as low as is consistent with effective service. We believe that they are as low as the expenses of any college giving equal service.

But students here, as elsewhere, may add considerable unnecessary expense. We earnestly request parents to join with us in discouraging expenditures that are not necessary. They not only often do the individual student harm, but they set a bad example to other students.

THE COLLEGE BANK

For the convenience and protection of students the College runs a private student's bank in connection with the bookkeeper's office. Funds deposited in this bank may be checked out by the student at any time and in any amount, though students are requested—for convenience in making change—to draw checks for even money in dollars. Only counter checks are used in this bank, good only at bookkeeper's office, and not negotiable.

Students are advised to keep their money in the College bank; the College will not be responsible for money kept elsewhere.

DIRECTIONS TO STUDENTS COMING TO THE COLLEGE

1. Be sure your application has been accepted before leaving home. Dormitory capacity is limited. Inconvenience and embarrassment might follow should a student arrive who had not been provided for.

2. Leave home so as to reach Valdosta in the day time. If this is impossible, be sure to notify the President so that some one may meet you.

3. Write your name on the trunk tag sent by the College and tie it on your trunk before leaving home. This is very important in getting the trunk to your room promptly.

4. By walking one or two blocks north on Patterson street you may take the street car which passes directly in front of the College.

5. Do not give your trunk check to a drayman or any one at the depot. Give the check and 25c to the matron; she will have the trunk placed in your room. On reaching the College, report at once to the matron, who will show you to your room and make you at home.

What a Student Should Bring With Her

Each student should bring with her the following articles: Sheets, a blanket, a pillow, pillow cases, a bed spread, towels, napkins, a knife, fork and teaspoon, and such other articles of personal use as she may need.

Each student should also have for the protection of

her health and comfort, a good umbrella, overshoes, and a warm cloak or raincoat.

The teaspoon, knife and fork should be of solid silver or good plated ware, and should have the student's initial engraved upon them. Tinned or nickled tableware cannot be accepted.

THE UNIFORM

All students are required to wear the uniform.

The uniform adopted is neat, tasteful, hygienic, comfortable and economical. As all students dress alike, there are no distinctions among students on the artificial basis of clothes, and there is no temptation to large expenditures in a rivalry to outdress one another. In selecting the style and material of the uniform, consideration has been given to the climate and to the fact that people work better when they are dressed comfortably.

The requirements of the uniform are as follows:

Coat Suits

One coat suit of blue serge (see cut), to be worn on Sunday and other formal occasions, from the opening in September until about April 15th. This suit is made from an excellent grade of cloth, beautiful in color and texture, and is correctly tailored. As the suits are bought in numbers, very low prices are secured (considering quality of goods and workmanship). Measurements for these suits are taken soon after College opens.

Skirts

One blue woolen skirt for everyday wear.

Two white skirts for wear on Sundays and other formal occasions during the months when coat suits are not worn.

All skirts are made alike.

Shirt Waists

There are two kinds of shirt waists used — one for dress occasions and one for daily wear ("fatigue uniforms"). Each student should have three of the former and ten of the latter.

The pattern numbers and other specifications for skirts and shirt waists will be sent to all students when their applications are accepted.

Hats

In selecting a uniform hat, consideration has been given to the protection of the student's eyes, the comfort of her head, and, finally, to neat appearance. From the opening of school in September until about April 15th, a light-weight French felt hat will be worn, and from April 15th until commencement, a neat straw hat (see cut). Special arrangements are made for the purchase of these hats with a Valdosta merchant, whereby the price is exceedingly small.

Belts, gloves, ties, etc., are prescribed, and details are given in the circular on uniforms which is sent to all students when their applications are accepted.

THE UNIFORM—SPRING HAT

SYNOPSIS OF COURSES BY YEARS

The courses below are grouped according to the years in which, under ordinary circumstances, they may be taken most advantageously. Courses of a lower class may in some cases be taken as electives in a higher class (if the student has not had them). Sometimes the courses of an advanced class may be taken by students in a lower class; but these adjustments must always be approved by the President.

For particulars of courses, see descriptions under different departments.

Courses in parenthesis () are elective, others are required.

SUB-FRESHMAN:

Arithmetic	4	periods	per	week,	3 terms
History, U. S.	4	"	"	"	3 "
English	4	"	"	"	3 "
Geography	4	"	"	"	3 "
Art	2	"	"	"	3 "
Vocal Music	2	"	"	"	3 "
(Home Economics)	4	"	"	"	3 "
(Latin)	4	"	"	"	3 "

FRESHMAN:

Algebra	4	periods	per	week,	3 terms
History, Ancient	4	"	"	"	2 "
Physics-Chemistry	4	"	"	"	3 "
English	4	"	"	"	3 "
Nature Study	4	"	"	"	3 "
Art	2	"	"	"	3 "
Vocal Music	2	"	"	"	3 "
(Home Economics)	4	"	"	"	3 "
(Latin)	4	"	"	"	3 "

SOPHOMORE:

Plane Geometry	4	periods	per	week,	2 terms
(Solid Geometry)	4	"	"	"	1 "
History, Modern	4	"	"	"	2 "
Biology	4	"	"	"	3 "
English	4	"	"	"	3 "
Physiography	4	"	"	"	2 "
Art	2	"	"	"	3 "
Vocal Music	2	"	"	"	3 "
Home Economics	4	"	"	"	3 "
(Latin)	4	"	"	"	3 "
*The Teaching Process	4	"	"	"	1 "

JUNIOR:

Psychology	4	periods	per	week,	1 term
*History of Education	4	"	"	"	2 "
College Arithmetic	4	"	"	"	2 "
(Trigonometry, Plane)	4	"	"	"	2 "
*History and Psychology of Mathematics	4	"	"	"	1 "
History, U. S. Advanced	4	"	"	"	3 "
(Agriculture)	4	"	"	"	3 "
Home Economics	4	"	"	"	3 "
(Advanced Sewing)	4	"	"	"	3 "
**English	4	"	"	"	3 "
Geography, Advanced	4	"	"	"	2 "
(Nature Study)	4	"	"	"	1 "
Art	2	"	"	"	3 "
(Latin)	4	"	"	"	3 "
Vocal Music	2	"	"	"	3 "
*Observation, in Training School	2	"	"	"	3 "

SENIOR:

*Principles of Education	4	periods	per	week,	2 terms
(The Rural School)	4	"	"	"	1 "
*The Teaching of Mathematics	4	"	"	"	1 "
(Analytic Geometry)	4	"	"	"	2 "
*The Teaching of History	4	"	"	"	1 "
History and Government of Georgia	4	"	"	"	1 "
(Dairy Management)	4	"	"	"	1 "
(Poultry Management)	4	"	"	"	1 "
(Corn Club Administra-					

tion)	4	"	"	1	"
*Teaching of Home Economics	4	"	"	1	"
(Advanced Cookery)	4	"	"	3	"
English	4	"	"	2	"
*The Teaching of English	4	"	"	1	"
Nature Study, Advanced	4	"	"	2	"
*Teaching of Geography	4	"	"	1	"
Art	2	"	"	3	"
(Advanced Painting)	2	"	"	3	"
Vocal Music	2	"	"	3	"
(Latin)	4	"	"	3	"
*Teaching of Reading, Writing, Spelling, etc.	4	"	"	3	"
*Practice Teaching	5	"	"	3	"

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* Required of all students who expect to teach.
** One term, elective.

SPECIAL TEACHER'S COURSE

It often happens that students cannot stay in college long enough to accomplish the full course leading to graduation, but desire to improve their fitness for teaching. For such students, there are arranged special courses for a single year. These courses follow the same general plan, but are modified to meet the particular needs of the individual student.

The Special Teacher's Course includes certain pedagogical studies, observation and practice teaching in the training school, and the academic subjects most useful to teachers in the public schools of the State. Students who take this course and later desire to take the full course and receive the diploma, receive full credit for the work done.

In order to enter this course students must have sufficient maturity and sufficient training to justify the belief that they will be able to teach at the end of the year's work.

EDUCATION

The purpose of this department is two-fold:

1. To acquaint the prospective teacher with the problems she will meet in her school room and school community, and to give her the educational equipment and training that will prepare her for the successful solution of these problems.

2. Since education is daily becoming more common and the distinction between school work and life work is constantly becoming less distinct, it is of prime importance that every citizen understand the fundamental principles of education. It is of special importance that the future mother shall know more of the process of mental growth and child training. We are coming to recognize the work of the school room, valuable as it is, cannot accomplish what it should unless supplemented by right habits of thought and act inculcated and encouraged by a mother who not only has high ideals for her children, but who knows how to fix habits upon them that will make these ideals possible. The average professional life of a teacher is probably not more than five years. The life expectancy of the average normal student is probably not less than twenty-five or thirty years, hence the normal school should stress the preparation for efficient citizenship as well as for the professional work of teaching.

Courses Offered

1.—The Teaching Process—

a. *Its place and purpose.*

b. *Its method and means.*

The purpose of this course is to acquaint the student with the most prominent features of the educational field. To understand in the beginning what the important educational problems are will give zest to the pedagogical courses whose aid is essential to the solution of the problems presented in this course.

Sophomore year. Four periods. Spring term.

2.—Psychology—The design of this course is to acquaint the student with the essential conditions, processes and laws of mental activity and mental development and growth, thus laying the foundation for intelligent and successful attack upon the problems of pedagogy. Sufficient laboratory work will be done to enable the student to understand modern experimental psychology as presented in the works of leading authors. Aside from the careful study of the adopted text, students will be expected to do considerable reading in assigned topics in the works of leading authors.

Junior year. Four periods. Fall term.

3 a, b.—History of Education—In the course stress will be placed on the educational plans and aims of the nations that have contributed most to modern civilization.

Much attention will be given to the theories and plans of the great teachers whose influence has been marked in educational progress. It is evident that a knowledge of the educational ideals of the past and the part they played in human progress will aid materially in training those who must not only deal with the educational problems of today, but should plan wisely for tomorrow.

Junior year. Four times per week. Two terms.

4.—Principles of Education—In this course it is the aim to put the student in touch with the most important questions, theories and difficulties that confront modern education. Bolton's Principles of Education will be used as a text. Students will be encouraged to do much reading in educational reports, educational journals and standard authors, discussing the authors studied.

Senior year. Four periods. Two terms.

5.—Problems of the Rural School—(Elective). In this course the organization and management of rural schools will be stressed in the light of rural conditions and rural needs.

How to make the boys and girls of a rural community more happy, contented and efficient citizens will be the aim in view. Students will be assisted in the organization of the facts of their own experience with those gathered from the leading works on rural education into well arranged plans for increasing the efficiency of the country school over which they may preside.

Will be offered at any time when called for by sufficient number of students.

HOME ECONOMICS

This department aims to give a knowledge of the industries related to the home.

The practical work consists of cooking, preparing and serving meals, plain sewing, dress-making, and simple millinery. For this work, the equipment of the College, while not the largest, is ample for the number of students we can at present accommodate in the school, and in quality and completeness is the equal of the best in the South.

In the sewing-room, the machines, tables, wardrobe, etc., are of the most approved type. In the cooking laboratory are individual desks, each completely supplied with modern equipment. These, with the electric range, sink, refrigerator and general cooking equipment for the collective use of the class, make the laboratory equal to any demand which may be made upon it. The mission oak furniture in the model dining-room is of simple but beautiful design. The china and other tableware, although inexpensive, is of neat appearance anl good quality. The dining-room, so ideally adapted to the proper serving of meals, is at the same time of such moderate cost as to be entirely practical for the home of any student. In short, the whole equipment is in accord with the controlling principle of the work of the department—common sense and solid service worked out in terms of economy, taste and beauty.

The study of Home Economics teaches its students to discover means of economizing goods, time and energy in order that they may reach the highest possible degree

THE COOKING LABORATORY

of efficiency in the control of household matters. It fits them for service in the home, and in the community, and enables them to graciously and competently assume the responsibility of directing others. It enlarges in them the desire for harmony in color, form and sound, while it establishes a determination to plan for those things which promote the peace and welfare of the family. At the same time these students are being prepared to teach these realities to others.

Courses Offered

HOME ECONOMICS, 1 a, b and c — Lessons leading to the serving of breakfast, dinner and supper. This is a course in elementary cooking, and is almost entirely individual work, each student cooking on her own stove and carrying the whole process through from beginning to end. The food principles are studied, also rules which govern the cooking of various kinds of foods. Experiments will be performed for the purpose of giving an idea of the extent to which certain foods are utilized by the system, and other so-called foods are incapable of being utilized by the system.

Leavening agents such as steam, baking powder, air and yeast are studied as they figure in the preparation of different foods.

On two afternoons a week a double period is spent in cooking and two single periods a week are used for the discussion of the work and figuring the cost of the recipes which have been used.

Several meals are served during the course, for which the students make menus at stipulated costs, purchase food materials, cook and serve meals.

Freshman year. Two double and two single periods. Three terms.

HOME ECONOMICS, 2 a, b, c—Plain sewing (a). Simple dressmaking (b and c).

Sophomore year. Two double and two single periods. Three terms.

HOME ECONOMICS, 3 a, b, c — This course consists of a study of flour batters, such as pop-overs, waffles, etc.; drop

batters, such as muffins and cakes; soft dough, such as biscuit and bread, and stiff dough, such as pastry, cookies, etc. Meat cuts are studied, also a variety of ways of cooking meats, emphasis being placed upon the underlying principle —attractive ways of preparing left over meats and substitutes for meat. The value of mineral matter in food is discussed, and salads are prepared in various ways. Students are taught the value of dried foods, such as peas, beans and other legumes, also dried fruits, and how to prepare and serve them. Besides the actual work of cooking foods and serving meals, the chemical changes involved in the digestion of foods will be studied. There will be a study in the evolution of the home, factors influencing the selection of a home, its furnishing, decoration and sanitation, also problems in household management.

Junior year. Two double and two single periods. Three terms.

HOME ECONOMICS, 4 a, b, c—Principles of teaching Home Economics.

Place and value of Home Economics in the curriculum.

Adaptation of the work in Home Economics to schools with varied equipments (or none whatever).

Lesson plans.

Tomato Club work.

Senior year. Four periods. Three terms.

HOME ECONOMICS, 5 a, b, c—Invalid cookery, forming of menus according to dietary standards, considering persons of varying ages and occupations.

Senior year. Two double and two single periods. Three terms. Elective.

HOME ECONOMICS, 6 a, b, c—Millinery—making and trimming of simple hats.

Junior year. Two double periods. Three terms. Elective.

AGRICULTURE

While the College is not an agricultural school in the ordinary sense of the term, it recognizes the fact that agriculture is one of the most vital interests of the State, and that the study of scientific agriculture has great value both for general culture and for the professional equipment of teachers. Accordingly, thorough courses are offered in elementary agriculture; and the students in these courses are given first hand experience both through experiments that they themselves conduct, and through the practical work on the School farm which they observe and discuss in class. The practical and theoretical sides of the subject are equally emphasized, so that the students can understand what they do, and do what they learn the theory of.

The courses in agriculture are closely inter-related with nature-study and the biological and physical sciences on the one hand, and with domestic science and home economics on the other.

The Farm and Garden

There are about twenty acres of the excellent land on the College grounds available for agricultural use. So much of this as is necessary for class purposes is used as indicated elsewhere in the teaching of agriculture. The rest is used for business-like farming. Not the least valuable aspect of this farm is its clear proof of the large profits that can be made by intelligent cultivation of the soil. The farm pays, and pays well. About two acres are used for truck gardening, and the rest for

growing such crops as are most useful to the institution. All farming is done in a common-sense, scientific way. All the work might be reproduced on any good farm of equal size.

Rotation and diversification of crops are carefully planned and carried out. The best seeds available have been secured to start with, and henceforth seed will be carefully selected from carefully bred plots. Books are kept showing expenditures and receipts.

In the garden those vegetables are given preference which are most useful on the tables of the dormitory, and an ample supply of excellent garden food is provided; but a number of plots are devoted to the introduction and testing of less known vegetables which might be expected to prove useful in this climate.

Live Stock and Poultry

The live stock and poultry kept by the College are for utilitarian purposes. There are three or four cows, a mule, a few pigs, and two or three hundred chickens. The mule is for work and the rest of the stock for use in connection with the table. The most approved methods for feeding, housing and caring for all are observed; and though there is no effort made at breeding, excellent illustrations are afforded as to the care of live stock and poultry.

Courses Offered

BIOLOGY, 1 a, b, c—In this course stress is laid not so much on botany, zoology and human physiology as such, as on the processes and adaptations of life as expressed in

BREAKFAST SERVED BY STUDENTS IN DINING ROOM OF HOME ECONOMICS DEPARTMENT

plants and animals and men. This course is very closely connected with the science of agriculture in making a special study of plants and of animals that are beneficial or injurious to field crops. An attempt is made to develop biological ideas and abilities in the students by means of the common every-day surroundings of life.

Sophomore Class. Two lecture periods and two laboratory periods. Three terms.

AGRICULTURE, 1 a, b, c—The work in this course is such as will be useful to teachers of elementary schools, and useful in the management of the vegetable and flower garden at home. The principal studies are the soil and its treatment, seed and seedage, the marketing and storing of vegetables, and subsequent management of vegetable and flower gardens, and garden tools. A sufficient plot of ground is devoted to this work to give the student practical experience in gardening.

Junior Class. One lecture period and two laboratory or observation periods. Three terms. Elective.

AGRICULTURE, 2—*Dairy Husbandry*—No attempt is made in this course to teach breeding, but the student is given a practical knowledge of the housing, feeding, milking and general care of the cow, of the use of the separator, the Babcock test, and of home butter-making and the care of milk.

Senior Class. Elective. Two lecture periods and two laboratory periods. Fall term.

AGRICULTURE, 3 — *Poultry Raising* — No attempt to teach the breeding of fowls will be made in this course. Instruction will be given in the selection of the best types of fowls, in incubation and brooding, feeding and housing and general care of fowls. Instruction will also be given in the treatment of the common diseases of poultry. Students taking this course will for the time have charge of the College poultry yards under the direction of the teacher.

Senior Class. Elective. Four periods. Winter term.

AGRICULTURE, 4—*Corn Club Work*—In this course attention is given to all matters pertaining to Corn Club organization and administration. Attention is also given to corn culture, an actual acre of corn being used for demonstration.

Senior Class. Elective. Four periods. Spring term.

NATURE STUDY

Through the Nature-Study course it is designed to make the student acquainted at first hand with those things of most worth in his own environment. The topics studied are selected with especial reference to furthering the two-fold aim of education, the development of the greatest possible individual and social efficiency. The immediate purposes of the course are as follows: First, to arouse and direct the student's inherent love of nature; second, to stimulate the student to enquire into the rational explanation of things, to observe, to experiment and to draw his own conclusions from the data thus gained; third, to give a concrete knowledge of Nature which will serve as a basis for interpreting the thought of others, as a basis for individual thinking, as a basis for interpreting our social and industrial conditions, as a basis for the enjoyment of the beauty everywhere revealed in Nature.

Since ours is pre-eminently an agricultural community, the course of study is planned with especial reference to farm life. Nor are the "higher aims" sacrificed by so doing; for it is only as we learn to know and appreciate the phenomena around us, that we are capable of interpreting and enjoying that which is more remote. There is more of culture for a South Georgia girl in the study of the nature of such a plant as the tomato than in the study of the rarest orchid in any greenhouse.

Two regular courses in nature-study are offered. The first is intended to give the student a knowledge of such nature facts as will help her in her own immediate living,

and at the same time furnish the necessary background for the advanced course, which is more largely concerned with methods of teaching the subject in the common schools.

The School Garden

There is set apart a sufficient plot of ground for the use of students in their study of nature-study. This garden is simply a laboratory. Each student has a section of the garden which she cultivates under the direction of the teachers and for the purpose of working out the principles developed in class. Space in the school garden is also given to the children of the training school for their nature work.

Courses Offered

COURSE 1 — *General Nature-Study* — Much of the work of this course centers around the school garden. The students plan, plant and care for a flower and vegetable garden. Studies of soils, seed selection, germination, flowers, weeds, trees, climatology, birds, insects and other animals are taken up first with reference to the garden, and the information thus gained made the basis for more extended study. Students have the care of the insect cages and aquaria; they collect and mount wild flowers, leaves, insects, and seeds. There is elementary instruction in the use of tree and flower guides.

Throughout the course constant reference is made to the relation of insects, low forms of plant and animal life, and kindred topics to the health of the individual and of the community. In the winter quarter, there is a systematic study of hygiene and sanitation with just enough physiology to furnish an intelligent background for the principles taught.

The main topics of the course are treated with reference to their seasonal aspects. A study of Nature literature and pictures enrich the course, and in every instance the student is stimulated to express through written accounts, drawing and painting the results of her own observations.

Freshman year. Four periods. Three terms.

COURSE 2—*A Brief Course in Nature-Study*—This course is planned for those normal students who have entered school above the Freshman class, yet have had no Nature-study. Seeds and seedlings, early wayside flowers, garden plants, trees in their spring aspect, soil, weather conditions, animals of pond and stream, insects harmful and beneficial, and birds, with some work in hygiene and sanitation furnish the subject-matter for the course. The method is much the same as that of Course 1, but each topic will be treated in less detail.

Junior year. Four periods. Spring term.

COURSE 3—*Nature-Study for Teachers*—This course presupposes some acquaintance with Nature-Study facts. The spirit and purpose of Nature-Study are discussed and the integration of the subject with the other studies of grades stressed. Those psychological principles underlying the choice and arrangement of subject-matter for each grade are considered, and a tentative course of study made. The selection of suitable supplementary materials receives careful attention, and the student is taught to make much of the apparatus needed for her own teaching.

School sanitation receives especial emphasis. The second quarter's work is largely devoted to a study of the various stages in the physical development of the child; to simple tests for defective eyesight, for nervousness, and kindred topics; and to a discussion of the diseases apt to occur among school children.

Each girl works out experiments and prepares careful plans upon some phase of the work. The course is rendered more valuable by the opportunity to observe and to teach in the Training School.

Senior year. Four periods. Two terms.

FRESH FROM THE SCHOOL GARDEN

GEOGRAPHY

In all his varied activities, man has been profoundly influenced by his natural environment. Advance in manner of living, in civilization, has come as he has learned to adapt himself to certain of these conditions and by artificial means to overcome others.

Geography is the study of the vital relations which exist between man and his home, the earth. Therefore, it is taught with especial reference to those factors which influence most intimately life conditions. Climate, topography, and natural resources control largely the locations of the world's great cities and routes of travel. The industries, commerce, and life habits of the people of any region are determined by these same factors. It is only as the student comprehends these truths that geography teaching is attaining its chief end, the making of intelligent citizens in our great world community.

The various topics taken up in each course are considered first in the application to life in the home community, and wherever possible illustrations from everyday experience are developed. Then broader applications are made to the remainder of our country and to the world at large. Constant use is made of current happenings to give meaning and interest to the study of places. Such subjects as the conservation of our natural resources, the improving of the rural conditions in our own and other sections, and the problems arising from concentration of population incidental to the development of industrial life are introduced.

In every course the fact that the students are being

trained to teach in the Georgia schools is kept constantly in mind, and the work is so presented as best to serve that end. In the Senior year, there is definite instruction in method and opportunity for observation and practice teaching in the Training School.

Courses Offered

COURSE 1 — *Common School Geography* — This course is planned for the Sub-Freshman class and covers the usual topics of advanced common school geography. The fundamental principles of general geography are taught as they are necessary for understanding a particular region. For instance, the origin and nature of coastal plains are developed in connection with the study of the South Atlantic States; glaciation is studied with the New England and East North Central States; and the effect of oceans upon climate taught as the pupil studies the Pacific Coast States.

The subject-matter is developed so as to show causal relations. As each section of the United States is studied it is compared with those previously considered. In the same way foreign countries are compared in essential points with our own.

Field trips, excursions to industrial plants, pictures, and topical references to books other than the text are features of the course. Students express the knowledge gained through writing, drawing, and map modeling.

Sub-Freshman year. Four periods. Three terms.

COURSE 2—*Physical Geography*—This comprises a study of the great physiographic processes and forms in their relation to life in general but with especial reference to human affairs. By means of field trips, laboratory exercises, pictures, and specimens, the work is made concrete. There is enough of map making and map reading to enable the student to interpret intelligently the map of any region.

Sophomore year. Four periods. Two terms.

COURSE 3—*Geography of a Continent*—Some one of the continents is studied intensively. North America as most closely linked with our lives is selected for this year's work.

The continent as a whole is studied in the light of the principles discussed in physical geography. The various characteristics of the continent are developed and compared with those of the other great continents. The factors influencing the commercial and the industrial life of each section of the United States are dwelt upon. The other countries of North America are taken up in the same way, but with less of detail.

Junior year. Four periods. Fall term.

COURSE 4 — *Industrial and Commercial Geography* — The factors underlying the development of industry and the growth of commerce are studied. The natural resources of the leading countries of the world are considered and the various ways in which men have utilized them to gain a livelihood discussed. The possibilities of a better future utilization are also considered. The geographic reasons for the development of great industries and routes of trade are dwelt upon and the influence of commerce upon civilization noted. Excursions to neighboring industrial plants are made with the intention of finding out the sociological problems incidental to the industry as well as to observe the actual work. Pictures, government bulletins, reputable daily papers, and occasional lectures, supplement the usual class work.

Junior year. Four periods. Winter quarter.

COURSE 5—*Geography Review and Method*—The purpose and scope of geography is discussed and the place of the subject in the general scheme of education considered. After a study of the dominant mental attitudes of the children of the several grades, a course of study which seems best adapted to the interests of the children is arranged. Each student plans in detail lessons suited for each grade. This, of course, requires a thorough review of subject-matter from the teacher's standpoint. A brief study of the history of geography teaching serves to emphasize our methods of the present day. Chalk modeling, the making of sand maps and use of the sand table, and the collecting of illustrative material are stressed. The course finds its immediate expression in practice work in the Training School.

Senior year. Four periods. One term.

ART AND MANUAL TRAINING

Since industrial arts furnish the means for the concrete expression of fine arts, and since the art element is important in all industrial work, we shall consider the two together.

Appreciation for good form and color is cultivated not only through the study of good examples in the fine and industrial arts, but also through the making of objects in which the art principles are consciously involved. Thus ability to exercise good taste in the selection and also in the making of things useful and beautiful is developed. By such exercises the students will come to realize their power in effecting the harmonious surroundings that their appreciation demands.

The course for the first three years is planned with reference to the development of this attitude along with some degree of skill in producing works expressing this appreciation. The course for the Senior year is a normal course planned with reference to the teaching of art and manual training in connection with the other subjects taught in the public schools of Georgia.

The following general method underlies the outline for the course:

Along with original effort the underlying principles are studied, and in tracing these principles through the art of the past, endeavor is made to appreciate their fairness. As a means to this, as many examples as possible from the great art treasures of the world are studied through the use of photographs, prints, books of art, etc. By choosing between better and poorer examples, judgment is developed; and by making variations of given

themes, the invention is stimulated. Creative ability is developed by making original designs by use of the principles of composition.

Briefly stated, the outline is based upon the foregoing method with the idea of attaining a progressive growth in appreciation and power in the application of the principles of design as expressed in line, dark and light, and color.

Outline of Courses

ART, 1 a, b, c—*Course in Free-hand Drawing*—The specific aim for this year's work is the cultivation of appreciation for good line arrangement, good massing and distributing of tones, and color harmony.

The principles of composition are taught through exercises in line and space arrangements leading up to landscape drawing in line, in dark and light, and in color, through free-hand drawing of still life, fruits, flowers, animals and through out-of-door sketching. Perspective is taught in connection with still life and nature drawing.

A brief course in the History of Art is given one period a week throughout the year. This course includes an appreciative study of the historical development of sculpture, painting, architecture, and the various forms of industry. Photographs are used for illustration. Mediums used in Art 1 a, b, and c, are charcoal, India ink, pencil and water colors.

Freshman. Two periods. Three terms.

ART, 2 a, b, c—*A Course in Applied Design*—The aim of the design course is to train for taste and for skill in the application of the principles of balance, rhythm and harmony to the various handicrafts.

In the application of these principles to the different problems. the fitness of the design to the quality and limitations of the material used in each case, receives special study.

Sophomore. One double period. Three terms.

ART, 3 a, b, c—The problems for this course are lettering applied to book covers, and other designs applied to book

covers, blotter pads, etc., clay modeling, stenciling, leather tooling, basketry, simple book binding, and wood block printing.

Advantage is taken of the opportunity given in all these problems, especially in wood block printing, for the exemplification of the principles of tone and color harmony.

Historic ornament is studied in connection with the course.

Junior. One double period. Three terms.

ART, 4 a, b, c — *A Course in Drawing and Painting* — In this course we work for more skill in technique and an ever increasing appreciation for the art qualities in surrounding things. The realization of this aim is brought about through the drawing and painting of still life groups, of flowers, animals, etc. As a preparation for sketching, the study of reproductions of masterpieces in landscape is taken up. Special attention is given to the choice of subjects in out-of-door sketching. A short course in household decoration and costume designing is taken up during the latter part of the term.

Senior year. Two periods. Three terms.

ART, 5 a, b, c—*A Normal Course in Art and Manual Training*—This is a course in the theory and practice of drawing and manual training in the grades. The relation of this work to other phases of school work is studied and discussed. The problems of this course are designed to give the student a working knowledge of the various forms of handwork which can be used as a means of self-expression and cultivation of and appreciation for the beautiful in the useful. Problems include work in paper and cardboard construction, weaving, basketry, clay modeling and painting.

Each problem is a typical one, worked out with reference to the application of the method in the grades. In the process of the course the place of each problem in the public school course receives due consideration.

Senior. Two periods. Three terms.

ENGLISH

Language is the greatest of all instruments for expressing and recording the ideas and thoughts of people. Literature presents in forms of beauty the ideals and aspirations of the race. The department of English deals directly with both language and literature. The more specific aims of the department are, on the one hand, to render the student's use of the language correct, clear, forceful, refined, and on the other hand to awaken a general interest in and appreciation of good literature.

To accomplish the first of the foregoing aims, vigorous courses are offered in grammar and composition. Much writing is required, and the student's daily use of spoken language is given careful attention. It is believed that the first thing in composition of the proper kind is to have something worth while to say, and that genuine thinking is essential to effective expression. The courses in grammar and composition are developed on this thought.

In the study of literature, the first necessity is to find out just what an author means; whether the reader agrees with him or not is a secondary question. Proper modesty in the presence of a work of genius is regarded as a virtue for teacher and students alike. While, therefore, only those literary works are studied in the courses which have stood the test of general acceptance, emphasis is placed on the author's own expression rather than on commentaries or notes. The tests applied to a work and to the ideas contained in it are actual life and the experience of the reader rather than any set system of critical rules.

The ultimate purpose of the study of literature as here conceived is to enlarge and ennoble the life of the student through absorption of the experience of great writers and the characters they have created.

Courses Offered

ENGLISH A, B, C—

Literature—Rip Van Winkle, Legend of Sleepy Hollow, Treasure Island, King of the Golden River, Selected Short Poems, The Call of the Wild, Vision of Sir Launfal, Twelfth Night.

Grammar—Hyde's Two-book Course in English—Book 2.

Sub-Freshman Class. Four periods. Three terms.

ENGLISH 1 a, b and c — *Review English — Grammar and Composition*—Text: Krapp, Elements of English Grammar.

For Freshmen and all students whose use of English is not satisfactory. Two periods. Three terms.

English 2a — Composition — Gardner, Kittredge and Arnold. American Stories—Hall.

English 2b—Composition—Ivanhoe, Julius Caesar.

English 2c—Composition—Mill on the Floss. One book read and reported on each month.

Freshman Class. Four periods. Three terms.

English 3a—Idylls of the King, L'Allegro and Il Penseroso.

English 3b—Pride and Prejudice, As You Like It.

English 3c — David Copperfield, Washington's Farewell Address, Webster's Bunker Hill Oration.

Composition throughout the year. Wooley's Handbook of Composition used for reference. One book read and reported on each month.

Sophomore Class. Four periods. Three terms.

Literature 4 — Classic Drama — Antigone, Midsummer Night's Dream, Macbeth, King Lear.

Junior Class. Four periods. Fall term.

Literature 5—Modern Drama—The Rivals, The Blue Bird, and other plays of today.

Junior Class. Four periods. Winter term.

Literature 6 — The Novel and the Essay — Silas Marner, Lobban's English Essays, Emerson.

Junior Class. Four periods. Spring term.

Composition for Juniors throughout the year. Wooley's Handbook of Composition used for reference.

A GAME OF TENNIS

English 5—Nineteenth Century Poetry — Ward's English Poets, Volume 4; In Memoriam; Poems from Browning.
Senior Class. Four periods. One term.
English 6—History of English Literature—Long.
Senior Class. Four periods. One term.
English 7—Pedagogy of English—Chubb's The Teaching of English.
Senior Class. Four periods. One term.

LATIN

The study of Latin gives mastery over the resources of the English language. By this is not meant a mere understanding of the meanings of words, but a mastery and an assimilation of the ideas for which words are symbols. This is secured through a study of English-Latin etymology, for Latin has had a vital influence upon English. It exacts close observation of linguistic effects and increases analytic power of language. The study of one language throws light upon another, and one never realizes the possibility of his language until he compares it with another. Then, too, the serious study of Roman life and thought, as we see and understand it in the pages of the Latin authors, creates new sympathies and interests and gives a broader view of universal ideas and institutions.

The aim of this course is to include such exercises and reading as will help in understanding and appreciating the English language and literature, and as will be of value to those teaching these subjects. A comparative study of the two languages will be made. The works of the authors read will be studied essentially as literature. That is, the content of the work will be regarded, and the student will be brought to see the charms and beau-

ties of the literature, and a higher literary sense will be aroused. Special study will be made of the life and time of the authors, for we can get no better idea of the history and institutions of Rome than from the pages of her writers, who reflect her glory.

Courses Offered

Course 1—This course is arranged for beginners, and consists of a careful study of forms, syntax, composition, and easy translation.

Texts: Latin for Beginners (D'Ooge); Cornelius Nepos (Lindsay).

Freshman year. Four periods. Three terms.

Course 2—The first half year Caesar's Gaelic War will be read, and the second half, Cicero's Orations. Special study will be made of the lives and times of Caesar and Cicero. Much attention will be given to sight translation. Grammar and composition throughout the year.

Text: Caesar's Gaelic War (Bennett), Cicero's Orations (Bennett), New Latin Composition (Bennett), Latin Grammar (Bennett).

Sophomore year. Four periods. Three terms.

Course 3—Selections from Ovid and Virgil's Aeneid will be read. Special attention will be given to Roman mythology, scansion, poetic idioms, sight translation, and to Virgil's influence on English poetry. The lives of the two authors will be studied.

Texts: Ovid (Gleason), Virgil's Aeneid (Bennett), New Latin Composition (Bennett), Latin Grammar (Bennett).

Junior year. Four periods. Three terms.

Course 4—Historical prose and lyric poetry will be studied. Grammar and composition throughout the year.

Texts: Livy's Hannibalic War (Wescott), Horace's Odes (Smith), Latin Composition (Gildersleeve and Lodge), Latin Grammar (Gildersleeve).

Senior year. Four periods. Three terms.

HISTORY

History presents a record of the accomplishment of the race, the manner of life, the customs, the social and political institutions, and the overt deeds of men.

The direct aim in the teaching of History is to develop an understanding of our modern complex civilization, by showing in a broad way how the present came to be what it is, and to enable the student to better conduct himself as a citizen and member of society. To achieve this end an attempt is made to engender a historical sense by treatment of the growth of our principal social and political institutions in the light of their origins. The practical aim is to teach methods by which the student may intelligently approach present national and local probelms.

On account of the necessary limitation of time, only the most fruitful events, the main causes and results in historical movements are presented. By means of a definite understanding with other departments, much information from these departments is made to bear fruit in the History course. With a view to the foregoing purposes, the courses below are offered.

Courses Offered

HISTORY, A, B and C—*Elementary History of the United States, and Civil Government.*

Text-book: Thompson's History of the United States.

Sub-Freshman Class. Four hours. Three terms.

HISTORY, 2—*Ancient History*—
a. The Orient and Greece.
b. Rome and Western Europe.

Text-book: West's Ancient History.

Freshman Class. Four hours. Two terms.

HISTORY, 3—*Modern European History*—
a. Western Europe from 800 A.D. to 1648.
b. Western Europe from 1648 A.D. to the present time.
Text-book: West's Modern History.

Sophomore Class. Four hours. Two terms.

HISTORY, 4—*Advanced History of the United States, and Civil Government*—
a. From the discovery of America to the adoption of the Federal Constitution.
b. From 1789 to the present time.
Text-book: Elson's History of the United States.

Junior Class. Four hours. Two terms.

HISTORY, 5—*History and Government of Georgia.*

Junior or Senior Class. Four hours. Spring term.

HISTORY, 6—*Pedagogy of History and Civil Government.*
Text-book: Bourne's The Teaching of History and Civics.

Senior Class. Four hours. Spring term.

MATHEMATICS

Mathematics has long held a position of honor as a subject of study in schools of all grades. It has received, possibly, a larger share of school time than any other subject. The reason for this lies in the fact that mathematics was thought to possess great value as an instrument of general mental discipline over and above all considerations of practical utility. The discipline was thought to result from the process of logical deductive reasoning, and, therefore, to be independent of the nature or quality of the materials of thought or the facts learned, except that abstract problems were thought to be better for purposes of discipline than problems of concrete, practical content. That this conception was, and is yet, the prevailing notion, is shown by the majority of text-books in mathematics. Upon examination these will be seen to contain topics and problems in profusion, which are given only because by reason of their long use they have come to be expected, and because of the faith that somehow their logical quality "trains the mind."

There is a well established pedagogical principle that mental growth is conditioned on the presence of a deep personal interest which springs from a sense of worth—from a feeling that the thing undertaken is worth doing; that it is capable of promoting individual happiness and making personal success more certain. A boy would soon lose interest in cracking nuts if there were no kernels, although the exercise might be regarded as healthful by his elders. The same can be said of doing problems in arithmetic which have no valuable content, but

are done solely for the sake of the "practice." A feeling of disgust is the inevitable result. An emotional element born of a lively interest in, and a sense of the worth of the thing done, is necessary to supply motive force for sustained effort. Any boy would take more interest in calculating the cost of uniforms for the ball team of which he was a member, or in figuring the comparative cost of raising corn and cotton, than in solving problems in cube root. Any girl would take more interest in figuring the cost of materials for a tea party, or in finding the relative cost of living in the city and in the country, than in solving problems in complex fractions, or in finding how long it would take the fabled hound to catch the hare. There is no doubt as to which would afford the better training for present and future use.

In the various courses offered in this department facts will be learned and principles will be developed with reference to their utility as well as their fitness for a particular place in a logical scheme. Topics and problems which are in and of themselves valueless will be eliminated regardless of their supposed value as "mental gymnastics." Material for applied problems will be drawn from present day life activities with which the students are familiar, and in which they feel a personal interest—farming, stock raising, lumbering, banking, transportations, etc.—and will be related as closely as possible to present and future life needs. The work in mathematics will be closely correlated with agriculture, physics, nature study and domestic science and art. Mathematics is made to contribute as largely as possible to a sympathetic, intelligent interpretation of and adjustment to

social environment. Every subject is presented from the point of view of the learner's present and probable future needs as a member of society.

The following courses are offered:

Courses Offered

MATHEMATICS, A, B and C.—A thorough and systematic course in the fundamentals of arithmetic, with special emphasis upon accuracy and speed in manipulation. The aim is to acquire a mastery of the technic of arithmetical calculation.

A. Four fundamental operations and common and decimal fractions.
Sub-Freshman Class. Four periods per week. Fall term.

B. Denominate numbers and percentage.
Sub-Freshman Class. Four periods per week. Winter term.

C. Percentage and its applications, banking, business applications, etc. Ratio, proportion and mensuration.
Sub-Freshman. Four periods per week. Spring term.

MATHEMATICS, 1 (a, b, c) — *Algebra.* — The aim of this course is to acquire insight into the fundamental laws and principles of Algebra from the point of view of generalized arithmetic, with special emphasis upon the equation as a means of solving practical every day problems, and upon the graph as a means of representing various mathematical and scientific data.

1a. Part I—Slaught and Lennes' First Principles of Algebra.
Freshman Class. Four periods per week. Fall term.

1b. Part II—Slaught and Lennes' First Principles of Algebra.
Freshman Class. Four terms per week. Winter term.

1c. Part III—Slaught and Lennes' First Principles of Algebra.
Freshman Class. Four times per week. Spring term.

MATHEMATICS, 2 (a, b, c)—*Plane and Solid Geometry*—The aim of this course is (1) to gain a thorough knowledge of the elementary principles of deductive reasoning, to develop consciously a general idea of what constitutes a "proof"—an ideal which will function as judgment in dealing with other kinds of data; (2) to acquire insight and skill in the application of geometrical principles in the soluton of practical problems. Special emphasis will be placed upon numerical problems and mensuration.

2a. Chapters I-VII — *Plane Geometry* — Stone-Millis. Sophomore Class. Four times per week. Fall term.

2b. Chapters VIII-XII—*Plane Geometry*—Stone-Millis. Sophomore Class. Four times per week. Winter term.

2c. *Solid Geometry*—(Text to be selected). Sophomore Four periods per week. Spring Class. term. 2c is elective.

Prerequisites, 2a and 2b, or their equivalent.

MATHEMATICS, 3 (a, b)—*Arithmetic*—A thorough review and reorganization of the whole subject of arithmetic, with special reference to its various applications. Material for applied problems will be gathered from the farm, the factory, the store, the bank, etc., and from various other industrial, economic and social activities in the school community.

3a. Fundamental operations, fractions, denominate numbers, mensuration, and percentage. Junior Class. Four periods per week. Fall term. Text to be selected.

Junior Class. Four periods per week. Fall term. Text to be selected.

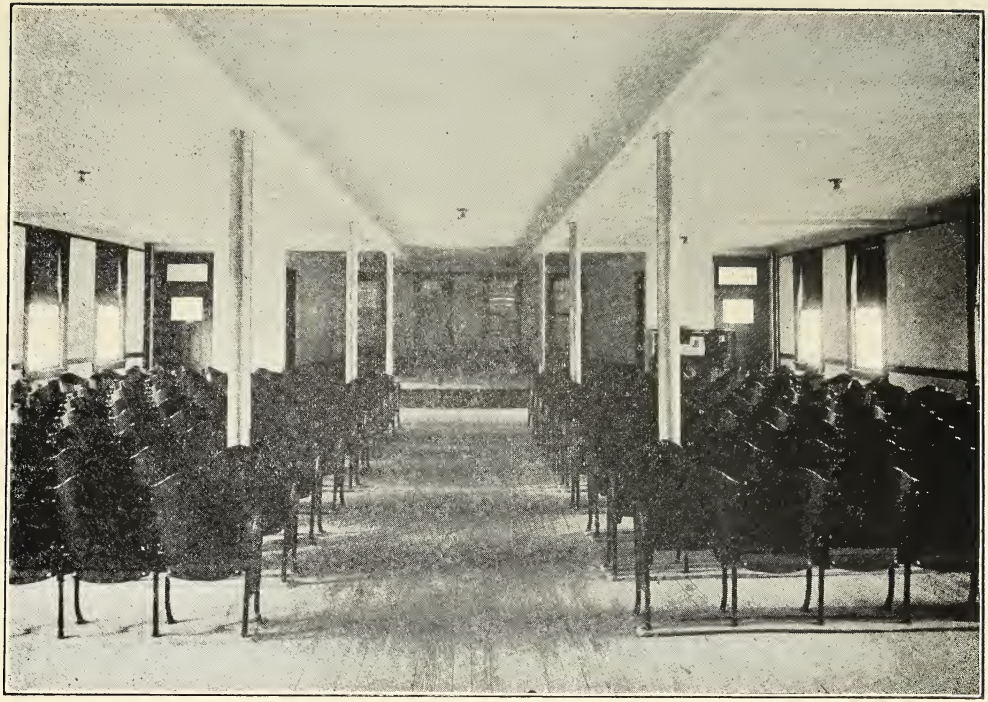
3b. Percentage and its applications; banking, commission, borrowing, lending and investing money; various types of industrial, economic and social problems. Junior Class. Four times per week. Winter term. Text to be selected.

MATHEMATICS, 4—Historical development of arithmetic; psychology and pedagogy of number. Discussions and required readings.

Junior Class. Four times per week. Spring term.

MATHEMATICS, 5 — Principles of teaching arithmetic. Place and value of arithmetic in the elementary school curriculum. Special and general method of teaching arithmetic in the grades. Lesson plans. Construction of curriculum.

Junior Class. Four times per week. Spring term.



THE CHAPEL

MATHEMATICS, 6 — *Trigonometry*—(Text to be selected.)
Junior Class. Four periods per week. Two terms. Elective.

MATHEMATICS, 7—*Analytic Geometry*—(Text to be selected.)
Senior Class. Four periods per week. Two terms. Elective.

PHYSICS AND CHEMISTRY

Physics and Chemistry are subjects which may be presented in two ways. They may be handled as pure sciences, the idea being to present an organized mass of data in their respective fields, or they may be regarded as applied sciences, in which case only so much of the data is considered as can be used in some practical application.

In this school the latter view obtains, and Physics and Chemistry are considered primarily in their relations to Agriculture, Domestic Science and Nature Study.

For the present there is offered a course in elementary physics and a course in elementary chemistry. More advanced work will be offered when the demand increases with a larger school. For the present special advanced work is given as needed in the departments of Agriculture and Domestic Science.

Courses Offered

PHYSICS-CHEMISTRY, 1 a, b, c—Elementary Physics and Chemistry taught from the point of view of practical use.

Freshman Class. Four periods. Three terms.

MUSIC

The College accepts music as one of the essential elements of a correct education. It is a strong, intellectual and noble pursuit for all, not a dilletante "accomplishment" for the few. It is historically one of the great instruments by which people have learned to work together and have elevated themselves from savagery to civilization. It is still one of the greatest socializing influences of the race. It means much for a group of people frequently to listen to good music together; it means much for them frequently to join together in singing and playing great music.

For this reason chorus singing is emphasized here more than piano playing, and music in large groups is more stressed than solo work. This does not mean that individual instruction is neglected. On the contrary, it is believed that if all students study and learn music, many will be found to show unusual musical ability who might otherwise never have discovered the talent. In this way it is believed that ability will be encouraged to take individual instruction, while there will be little encouragement given to unmusical students to take lessons on a difficult instrument only because it is thought "proper" to do so.

Great pains are being taken to get the right person for the head of this department. As this catalogue goes to press, the election has not been made, but the music work will be amply provided for.

The details of the courses will be prepared later.

STENOGRAPHY AND TYPEWRITING

The work in this department is planned with the view of training competent secretaries. It includes not only shorthand and typewriting, but also lessons in general office system and methods. The Graham system of shorthand is taught. Speed and accuracy of work are equally stressed.

Under Office System lessons are given in business letter form, in filing letters and papers, the keeping of office records, use of card indexes, etc.

Work in this department is open as an elective only to regular students of the College; and special students who desire only this work will not be accepted.

Courses Offered

BUSINESS—1 a, b, c—*General Office Work.*
Stenography, typewriting. business letter forms, filing systems, etc.
Any class, four periods, three terms.

PHYSICAL CULTURE

Owing to the temporary lack of gymnasium, systematic physical culture is not at present offered; but careful attention is given to the students' health and exercise. The level grounds of the campus are admirably fitted for games of all sorts, and the fine climate makes outdoor exercise at all seasons possible and desirable. Tennis, basket-ball, volley-ball, etc., are played. Field day and other contests between classes assist in keeping up a lively interest in the outdoor games.

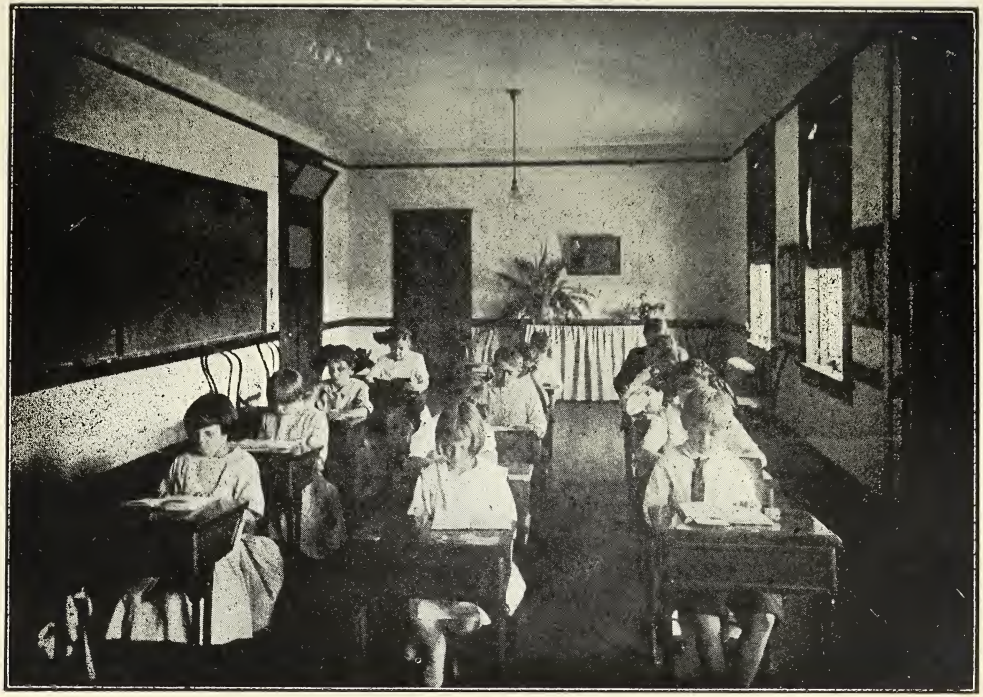
THE TRAINING SCHOOL

The function of the Training School is to provide an organized, graded school within the College. It furnishes for the students in training for teaching the opportunity of seeing the school operated by highly trained, skillful teachers and of actual teaching experience under their direction. It also provides for the college departments a chance to test new subject matter and methods of presenting it. The two motives thus referred to obviously indicate the necessity of organizing and conducting an efficient graded school.

To this end teachers are secured who are not only skillful in teaching children, but who have scientific pedagogical training which is needed in directing college students to teach. These teachers are designated critic teachers.

The college departments co-operate with the Training School teachers and thus enrich and increase the value of the grade work. Cooking, sewing and art are taught by instructors from these college departments. The purpose of the course of study of the Training School is, by means of the subjects taught in common schools of the State, and additional possible ones, to train pupils for effective living in this community. We select methods of presenting the subjects taught, which will enable the pupils to get most directly to the knowledge and experience desired and to the assimilation and use of the knowledge.

For the year 1913-1914 the Training School is composed of the first six grades. The number of students



A ROOM OF THE TRAINING SCHOOL

for each grade is limited to fifteen, with the exception of the first grade, the limit there being eighteen. Parents who desire to enter their children in this school should bring the children and make application at the Superintendent's office.

Courses Offered

OBSERVATION—a, b. c—*Observation and Method*—The aim is to acquaint the students in training for teaching with the policy, organization and operation of the Training School.

The method of study consists in observation of the work of the Training School and in class-room discussion and recitation.

Junior Class. Two periods. Three terms.

METHODS—a, b, c—*Methods of Teaching Reading*—Aim: Study of problems in method, subject matter and organization of grade work connected with the teaching of reading and allied subjects.

Purpose of teaching Reading. Different methods of teaching Reading. To what extent and when the aims and methods of teaching Reading change as pupils grow older.

Relation of Spelling, Writing, Language and Literature in the grades, to Reading.

The method of work consists of class-room discussion and lectures, and observation in the Training School.

Senior Class. Four periods. Three terms.

TEACHING—a, b, c—*Practice Teaching* — Assignments to critic teachers for practical work. Four periods of time throughout the year. Conference period — one period a week for the year.

Aim: To give students experience in class management, skill in the organization and handling of subject-matter, and judgment in the application of method.

Method: Assignment of students to teach in the Training School under the direction of the critic teacher.

Conference work with the Superintendent of the Training School.

Senior Class. Five periods. Three terms.

SUMMER INSTITUTE

The administr. on of the College believes that it is economy to the State to have the College plant used as much as possible for the benefit of education in the State. For this reason the building—class rooms and dormitory —are put at the disposal of the Teachers' Institute, conducted under the joint auspices of several county superintendents and State Supervisor F. E. Land. Several members of the College faculty will take part in the instruction of the Institute, and the boarding department will be under the direction of College officials.

In this Institute the work will be much like the work of the usual week Institutes; but it will be more extensive, and the various subjects will be treated in greater detail. In addition to the regular class work, evening lectures and entertainments will be arranged.

The Institute will open Monday, June 2nd, and close Friday, June 27th. The boarding department will be open to women only. Teachers who room in the dormitory will be expected to provide the same articles as regular students. (See page 22) The whole equipment of the College will be at the disposal of the Institute.

Owing to the fact that some extra expenses have to be incurred in running the dormitory during the summer vacation, the rate of board and lodging will have to be put at $15.00 for the term.

REGISTER OF STUDENTS

SUB-FRESHMAN CLASS

Name.	County.
Maggie Bordeaux	Marion County, Fla.
Mary Elizabeth Gross	Wayne
Lola Harrell	Lowndes
Allene Herring	Lowndes
Sarah Annie LeGette	Lowndes
Mary Elizabeth Palin	Thomas
Emma Patterson	Jefferson

FRESHMAN CLASS

Alamo Clay	Cobb
Lucile M. Cushman	N. Y. City
Nettie Joiner	Camden
Emmie Jones	Wayne
Birdie Perry	Dougherty
Camilla Spence	Mitchell
Luda Blanche Ziegler	Lowndes

SOPHOMORE CLASS

Virginia Ashley	Lowndes
Emma Bibb	Lowndes
Louise Cheney	Lowndes
Stella Mae Dampier	Lowndes
Clemmie Havenkotte	Lowndes
Bessie Mann	Lowndes
Mattie Lizzie Peek	Lowndes
Mary Terrell	Grady
Myrtle Tyson	Berrien
Clyde Woodard	Berrien

JUNIOR CLASS

Lucile Arnold	Cobb
Minnie Arnold	Cobb
Ruth Ashley Burney	Lowndes
Angie Mae Miller	Muscogee

SPECIAL STUDENTS

Miss Laura Ashley	Lowndes
Miss Ruth W. Converse	Lowndes
Mrs. H. L. Dyer	Lowndes
Mrs. Dr. A. Griffin	Lowndes
Mrs. Howard Harris	Lowndes
Mrs. R. A. Harris	Lowndes

TRAINING SCHOOL

FIRST GRADE

Mary Bitzer,
Sadie Mae Bonner,
Emily Chauncey,
Juanita Daniel,
Juanita Harrell,
Simmie Harrell,
Harriet Jones,
Frank Jordan,
Thomas Kelley,
Walter Kelley,
Thomas Macdonald,
Anna Richardson.

THIRD GRADE

Florrie Bell Bonner,
Frederick Bonner,
Marion Chauncey,
Mary DuRant,
Berrien Jones.
Lawson Jones,
A. P. Morgan.

FIFTH GRADE

Jefferson Bonner,
Georgia Briggs,
Zuber Harrell,
Herbert Holmes,
Clyde Holtzendorf,
B. H. Jones,
Ashley McLeod.
Edith Mathis,
William West.

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